

MODULE 1

MARCH 1 – PARLAY PRACTICE

Estimated time

1 class period (64 minutes)

Assessment

Formative – assessing for student involvement in discussion as instructed and adjusting student-specific responses accordingly in order for their success in future Parlay discussions

>students will have access to summative assessment Parlay rubrics on Teams in order to authentically practice for summative assessment of contributions

Purpose of module

-introduce students to unit topic

-introduce students to how Parlay will be used in class discussions throughout the unit

Facilitation

1. As students enter the classroom, they will get their laptops (school provided or personal device) in preparation for today's lesson [not included in time allotment of module]
2. Unit intro – as students are settling in (logging into computer and opening Teams), I will read the unit theme description from the curriculum (see below) and provide more context of what that means/looks like in our society or for the purpose of this course. I will explain why I will not be using specific wording (highlighted below in green) from the curriculum (it paints an inaccurate picture of history and the truth.) I will also explain how we will be using Parlay to facilitate and practice mature discussion in relation to the curriculum questions (which they will be somewhat familiar with because they perused and chose the question they're responsible for a couple weeks prior) [approximately 3 minutes]

Canadian Perspective: Define the Individual, Negotiate the Community; Celebrate the Glorious, Acknowledge the Scandalous; Shift Centres, Blur Margins; Understand Beliefs, Initiate Action

Before and throughout our nationhood, Canada's diversity has been a source of pride and pain, strength and struggle. The wealth of worldviews represented in Canada challenges us, individually and collectively, to define ourselves not just as individuals, but as a nation unique among other nations. Though we live in different regions, work at different endeavours, and experience different customs, lifestyles, and ways of knowing, we strive to live together to honour all the voices and perspectives that make this country great. Through our literature - in all its forms - we explore the issues that influence Canadian culture and Canadian identity. What does it mean to be Canadian? What sort of people are we? How do we express and convey our identity as a people? What are our values, and how do we demonstrate them within and beyond our borders? How do our visual, oral, print, and multimedia texts reveal what it means to be Canadian? How does diversity benefit Canada and Canadians?

<https://bit.ly/3jFajMW>

3. Students will be given code/link in Teams for Parlay discussion and will join "Intro to Canadian Perspectives" RoundTable while I explain level 3 response on the "Required submission" and "Interparlay" rubrics (see below) [approximately 2 minutes]

Reiterated to students:

-throughout this unit, students will receive 4 different Parlay grades; 1 per week, which includes an original post (18 marks) and 2 comments to peer posts (9 marks ea.)

-this will be done ASYNCHRONOUSLY, but I have allotted for some minor class time to work on it (see calendar) although they will probably need more time

https://go.parlayideas.com?invite_code=g2K5i-zk2

4. I will verbally guide them through the learning goals, discussion questions, and peer feedback instructions in the RoundTable [approximately 1 minute]
5. Students will be instructed they have 12-15 minutes to add their responses to the discussion
6. Students will be instructed they have 5-10 minutes to respond to at least 1 student comment/response using discussion-friendly language and/or use sentence frames provided for them
 - The final question of the practice Parlay is a segue to the next portion of that day's lesson
7. Students will be instructed to use the remainder of class time [approximately 30 minutes] to complete the "What you need to know about Canada" sheet
 - while they complete this, I will peruse the Parlay practice for student understanding of the process, value of responses given, responses to peers, etc. to ensure they are meeting expectations or to adjust accordingly for the first Parlay discussion next week
 - >my formative assessment may extend beyond the time of students completing the "What you need to know about Canada" sheet depending on their grasp of the Parlay discussion concept/activity

	3	2	1
Insights X2	Introduces thought-provoking ideas, perspectives, and/or analysis	Introduces ideas, perspectives, and/or analysis relevant to curriculum question	Ideas, perspective, and/or analysis isn't closely connected to curriculum question
Canadian Connection X2	Makes at least 1 connection to course content thus far and 1 connection to Canadian events/articles/etc. (current or historic)	Presents EITHER a course content connection OR Canadian events connection OR Connections made aren't loosely related to student's insights and/or curriculum question	Course content and Canadian connections are not closely related to student insights and/or curriculum question
Language X2	Uses sophisticated word choice as well as culturally sensitive language	Language used is appropriate in relation to question/response but is basic	Language needs to be elevated in order to be appropriate in relation to question/response and may not be culturally sensitive

Total: _____/18

Commentary/feedback:

Interparlay (play on words – interplay and Parlay) (peer responses)	3	2	1
Responding to peers	-responds meaningfully to at least 2 peers >must be different peers each week (use tracking sheet)	-surface level response to 2 peer’s submissions	-responds to 1 peer submission
Canadian Connection	-expands upon or presents new Canadian connection to a peer’s submission to meaningfully connect Canadian events to curriculum question	-basic acknowledgement of peers’ Canadian connection without expanding upon or providing new Canadian connection	-response does not clearly address peer’s Canadian connection
Language	-Uses sophisticated word choice as well as culturally sensitive language -uses discussion-friendly language (sentence frames or otherwise)	-Language used is appropriate in relation to question/response but is basic -appropriate discussion-friendly language needs to be improved upon but is respectful	-Language needs to be elevated in order to be appropriate in relation to question/response and may not be culturally sensitive -responses do not appear as discussion-friendly and peer perspective respect needs to be improved upon
Commentary/feedback:			

Parlay Responses Tracking Sheet

Student instruction: put a checkmark or X in the appropriate box for who’s Parlay responses you commented on for each of the 4 Parlay discussion forums

Note: I will keep these, but students will fill them out weekly the day before or day of Parlay forums being due

	Parlay #1	Parlay #2	Parlay #3	Parlay #4
Student A				
Student B				
Student C				
Student D				
Student E				
Student F				
Student G				
Student H				
Student I				
Student J				